[attw Digest] Vol. 1 No. 779 Messages 6

attw-owner@interversity.org <attw-owner@interversity.org>
Fri 02-Oct-15 3:20 AM

To: attw@interversity.org <attw@interversity.org>

ATTW Daily Digest
Volume 1 : Issue 779 : "text" Format

Messages in this Issue:
  201510/1 : Washington State University TT Assistant/Associate
    Julie Staggers
  201510/2 : Re: teaching copyediting to a visually-impaired student
    George Hayhoe
  201510/3 : Re: teaching copyediting to a visually-impaired student
    Cindy Nahrwold
  201510/4 : Re: teaching copyediting to a visually-impaired student
    Tharon Howard
  201510/5 : Re: teaching copyediting to a visually-impaired student
    tengrrl
  201510/6 : Re: teaching copyediting to a visually-impaired student
    Karl Stolley

Date: Thu, 1 Oct 2015 09:54:22 -0700
From: Julie Staggers <julie.staggers@gmail.com>
To: attw@interversity.org
Subject: Washington State University TT Assistant/Associate
Message-ID:
<CAMyQUgXNiE=rpcmV7YHCdqhA4KWgsJY5B1Y3bQCeaDH66rQoQw@mail.gmail.com>

Dear Colleagues,

I'm delighted to share the news that Washington State University is
searching for a tenure-track assistant or associate professor in
scientific, technical, or professional communication.

I've included the full job ad below, but it is also available online:
https://www.wsujobs.com/postings/21469.

Julie Staggers

Associate Professor

Technical and Professional Writing

Department of English

Washington State University

julie.staggers@wsu.edu

ph. 509335-4191

++++++++

The Department of English at Washington State University invites
applications for a nine-month, full-time, tenure-track position in
Technical Communication on the Vancouver campus, at the rank of either
Assistant or Associate Professor, to begin August 16, 2016. The position
requires a commitment to research and teaching scientific, technical, or
professional communication within a department that is actively enhancing
interdisciplinary connections between the humanities and sciences at both
the undergraduate and graduate level. It also offers the opportunity to
contribute to growing, multi-disciplinary programs in digital technology,
culture, and media.

Teaching load is 2-2 with teaching at both the undergraduate and graduate
level. Salary is commensurate with qualifications and experience. Benefits
are competitive and initial summer research support is normally available.

JOB DUTIES AND RESPONSIBILITIES:

Duties include establishing a substantial research trajectory leading to
publication, contributing to the growth of the professional and technical
writing program, overseeing the professional writing certificate,
collaborating with colleagues across campuses regarding STEM initiatives,
teaching undergraduate and graduate courses in English, and mentoring
undergraduate and graduate students. In addition, the occupant of the
position will be expected to contribute to campus, university, and
departmental governance, as well as professional, state, and national
communities in ways appropriate to training and rank.

REQUIRED QUALIFICATIONS:

1. PhD in Technical Communication, Rhetoric and Composition, English, or a closely related field by the hire date;
2. Evidence of a productive research program appropriate to projected rank;
3. Evidence of ability to teach successfully at the college level and mentor students from diverse backgrounds;
4. Commitment to campus diversity efforts (
http://admin.vancouver.wsu.edu/office-chancellor/wsu-vancouver-strategic-plan
).
5. To be considered for Associate Professor, must have demonstrated record of scholarship and teaching appropriate to this rank, and at least 6 years as an assistant professor or equivalent.

PREFERRED QUALIFICATIONS:

1. Demonstrated expertise in sub-disciplinary areas of science and technology, technology and culture, or rhetorics of science.
2. Record of research commensurate with appointment at the advanced assistant or early associate rank.
3. Evidence of interdisciplinary collaboration across disciplines or programs.
4. Demonstrated record in academic program administration or industry in areas related to the position.

APPLICATION PROCESS:

Applicants should apply online through WSU Human Resources (
https://www.wsujobs.com) and be prepared to upload:

1. A cover letter addressing research and teaching qualifications and interests (3-page maximum)
2. Curriculum Vitae
3. Writing sample (25 pages maximum)
4. Three (3) professional letters of recommendation addressing your qualifications relative to this position (Submit under References during the application process; letters will be automatically requested and obtained from the reference provided through the WSU online application system.).

For full consideration applications must be complete (including required

letters of recommendation) by *October 30, 2015*. Letters of reference will
be automatically requested and obtained from the reference provided through
the WSU online application system. Direct inquiries via email (
wmolson@wsu.edu) to Dr. Wendy Olson, Search Committee Chair.

*Washington State University is an equal opportunity/affirmative action
educator and employer. Members of ethnic minorities, women, special
disabled veterans, veterans of the Vietnam-era, recently separated
veterans, and other protected veterans, persons of disability and/or
persons age 40 and over are encouraged to apply. WSU is committed to
excellence through diversity, has faculty friendly policies including a
partner accommodation program, and a NSF ADVANCE Institutional
Transformation grant ([http://]www.excelinse.wsu.edu/
<http://www.excelinse.wsu.edu/>).*

[Attachment of type text/html removed.]

Date: Thu, 1 Oct 2015 17:29:11 +0000
From: George Hayhoe <HAYHOE_G@mercer.edu>
To: "attw@interversity.org" <attw@interversity.org>
Subject: Re: teaching copyediting to a visually-impaired student
Message-ID: <C10BB5A1-3E26-49B2-B0F7-804D7D6C185F@mercer.edu>

Thanks for sharing your thoughts, Rick.

You may be right that students are more careful when they edit on paper, but Iâ€™d like to see some
research that supports that thesis. Most of my students donâ€™t read carefully, whether paper or
electronic pages, so careful proofreading is doubly problematic.

Based on what I see, I doubt that most newspapers are proofread at all by anyone other than the
author of a story. But that phenomenon has been around since the â€˜70s or â€˜80s when papers first
started feeling financial pressures that have only gotten worse.

Proofreading tests given to candidates for editing positions may be the only other place that paper
copy marking takes place outside the tech editing classroom. â˜º

â€"George Hayhoe

Department of Technical Communication
Mercer University School of Engineering
1501 Mercer University Drive
Macon, GA 31207-0001

http://faculty.mercer.edu/hayhoe_g/

+1 478 301 2299

[http://faculty.mercer.edu/hayhoe%5Fg/muse_sm.jpg]

On 30 Sep 2015, at 10:20 AM, Johnson, Richard D
<rjohnso@purdue.edu<mailto:rjohnso@purdue.edu>> wrote:

George,

I will second your interest in this area. When I teach my editing course, I ask students to do most of the editorial work with Word's Review function or the Comment function of Adobe Acrobat Pro. Those are the products I use in my own editorial work and the products other editors are using. (Let's mention InDesign, too, depending on the Level of Edit).

However, when teaching proofreading, I still ask the students to edit by hand with the traditional proofreading symbols. That might be old-fashioned, but I believe proofreading is best done on paper, especially if the final document is going to be printed on paper. Errors that slip by on the screen tend to jump out when they are on paper.

(Note: Look at your local newspaper, which is probably proofread on-screen. You will see an amazing number of errors in everything from the regular text to the headlines. That wasn't true a couple decades ago when editors were still proofreading the final copy.)

Occasionally, too, applicants for editorial jobs are asked to complete a proofreading test on paper. Twenty years ago, that kind of test was simply used to determine who had the ability to work through the mechanical features of a document. Today, I wonder if it's being used to sort the students who have had a course in editing from students who haven't. Many writing and journalism students believe they can work as editors, but not many have been trained to be editors. Not knowing the symbols quickly tips off the potential employer about whether the student has been trained. (I'm just guessing here).

Of course, editing on-screen is the norm right now at all Levels of Edit. I'm still holding onto paper-based editing for proofreading.

%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
Professor Richard Johnson-Sheehan
Department of English
Purdue University
500 Oval Dr.
302 Heavilon Hall
W. Lafayette, IN 47907
rjohnso@purdue.edu<mailto:rjohnso@purdue.edu>
%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%

From: <attw-owner@interversity.org<mailto:attw-owner@interversity.org>> on behalf of George

Hayhoe <HAYHOE_G@mercer.edu<mailto:HAYHOE_G@mercer.edu>>
Reply-To: "attw@interversity.org<mailto:attw@interversity.org>"
<attw@interversity.org<mailto:attw@interversity.org>>
Date: Tuesday, September 29, 2015 at 9:37 PM
To: "attw@interversity.org<mailto:attw@interversity.org>"
<attw@interversity.org<mailto:attw@interversity.org>>
Subject: Re: [attw] teaching copyediting to a visually-impaired student

Russell's and Terri's question remind me of one I posed to myself as I taught tech editing this past summer: Do we really need to teach students to edit hardcopy anymore? It seems as though MS Word revision tracking and commenting features have replaced editing hardcopy just about everywhere but the tech editing classroom.

Does learning to edit hardcopy teach students anything they can't learn through electronic techniques alone?

It would be interesting to study whether students exposed to the old fashioned approach become more careful or skilled than those who learn only electronic editing techniques.

â€"George Hayhoe

Department of Technical Communication
Mercer University School of Engineering
1501 Mercer University Drive
Macon, GA 31207

hayhoe_g@mercer.edu<mailto:hayhoe_g@mercer.edu>

http://faculty.mercer.edu/hayhoe_g/

+1 478 301 2299<tel:+1%20478%20301%202299>
[http://faculty.mercer.edu/hayhoe%5Fg/muse_sm.jpg]

On Sep 29, 2015, at 8:38 PM, Terri Fredrick <tfredrick@gmail.com<mailto:tfredrick@gmail.com>> wrote:

I have the same situation this semester. Following...

On Tue, Sep 29, 2015 at 5:14 PM, Russell Willerton
<russell.willerton@gmail.com<mailto:russell.willerton@gmail.com>> wrote:
Dear colleagues,

If you have experience working with students or professionals who are blind, I would appreciate your insights.

One of my students in technical editing this semester is blind. He has screen-reading software that helps for many tasks. When I teach copyediting, I help students learn to identify and use the appropriate handwritten symbols to mark up a hard-copy manuscript.

Clearly I will need to use a different approach with my student who will work only with electronic manuscripts. And clearly, it is more important for a student to be able to identify problems in a manuscript than to mark a paper with a particular squiggle or slash. That said, if you wouldn't mind sharing what you know, I'd appreciate it. Feel free to contact me off-list at russell.willerton@gmail.com<mailto:russell.willerton@gmail.com>.

Thanks,
Russell Willerton
Boise State University

[Attachment of type text/html removed.]

Date: Thu, 1 Oct 2015 14:36:51 -0500
From: Cindy Nahrwold <canahrwold@ualr.edu>
To: attw@interversity.org
Subject: Re: teaching copyediting to a visually-impaired student
Message-ID: <CAEPkajwP-mAstLL1Bwpqu6HCbPm5wsDHK_eFDJYE3jb_in8xWw@mail.gmail.com>

Having read the postings before I went to my tech editing
(undergraduate/graduate) class, I told my students about the postings
and then asked for response. Out of the 11 students in class today, 10
said that learning to edit by working on hard copy was necessary; 1 student
abstained.

One student commented that editing on screen was hard on the eyes; she also
said that it was easy to lose her place with on-screen editing. (She's one
of the seven undergraduates who've had my undergraduate introductory
editing class.)

In both the undergraduate class and the undergraduate/graduate class, I
teach students how to edit on hard copy and how to rely on what I call the
"tricks of the trade," which I learned decades ago as a technical editor at
Sperry Corporation: finding out or establishing the level of edit for a
document (as editor, what are you looking for?); making multiple passes
over a document, looking for only one thing at a time; and keeping a style
sheet, on which you record your choices. Teaching students how to
edit via hard copy allows me to show them more "tricks" to help them
improve their ability to concentrate: laying a piece of paper over the line
of text being worked on, working from the bottom of the page up, etc.

In the class after tech editing (Advanced Editing), we start using Track
Changes and Comments. But by that time, undergraduate students have had
two semesters of hardcopy editing; graduate students have had one.

In answer to the question, "Does learning to edit hardcopy teach students
anything they can't learn through electronic techniques alone?" I'd say
"Yes: the ability to concentrate and to make multiple passes (and in each
pass focusing on one thing [parallelism? modifier problems?]).

*My *question is this: How do you train (literally) students to
concentrate when they're editing on screen? I ask this question
sincerely; it's hard enough to get students to concentrate on hard copy,
multitaskers that they think they are, let alone soft copy. And with the
push to get classes on line (including editing classes), I would very much
like to know how you instill in students the ability to concentrate when
they're editing on line.

Thanks in advance for your responses--what a great conversation topic.

cn

On Thu, Oct 1, 2015 at 12:29 PM, George Hayhoe <HAYHOE_G@mercer.edu> wrote:

> Thanks for sharing your thoughts, Rick.
>
> You may be right that students are more careful when they edit on paper,
> but I'd like to see some research that supports that thesis. Most of my
> students don't read carefully, whether paper or electronic pages, so
> careful proofreading is doubly problematic.
>
> Based on what I see, I doubt that most newspapers are proofread at all by
> anyone other than the author of a story. But that phenomenon has been
> around since the '70s or '80s when papers first started feeling financial
> pressures that have only gotten worse.
>
> Proofreading tests given to candidates for editing positions may be the
> only other place that paper copy marking takes place outside the tech
> editing classroom. ☺
>
> —George Hayhoe
>
>
> Department of Technical Communication
> Mercer University School of Engineering
> 1501 Mercer University Drive
> Macon, GA 31207-0001

>
> http://faculty.mercer.edu/hayhoe_g/
>
> +1 478 301 2299
>
>
> On 30 Sep 2015, at 10:20 AM, Johnson, Richard D <rjohnso@purdue.edu>
> wrote:
>
> George,
>
> I will second your interest in this area. When I teach my editing course,
> I ask students to do most of the editorial work with Word's Review function
> or the Comment function of Adobe Acrobat Pro. Those are the products I use
> in my own editorial work and the products other editors are using. (Let's
> mention InDesign, too, depending on the Level of Edit).
>
> However, when teaching proofreading, I still ask the students to edit by
> hand with the traditional proofreading symbols. That might be
> old-fashioned, but I believe proofreading is best done on paper, especially
> if the final document is going to be printed on paper. Errors that slip by
> on the screen tend to jump out when they are on paper.
>
> (Note: Look at your local newspaper, which is probably proofread
> on-screen. You will see an amazing number of errors in everything from the
> regular text to the headlines. That wasn't true a couple decades ago when
> editors were still proofreading the final copy.)
>
> Occasionally, too, applicants for editorial jobs are asked to complete a
> proofreading test on paper. Twenty years ago, that kind of test was simply
> used to determine who had the ability to work through the mechanical
> features of a document. Today, I wonder if it's being used to sort the
> students who have had a course in editing from students who haven't. Many
> writing and journalism students believe they can work as editors, but not
> many have been trained to be editors. Not knowing the symbols quickly tips
> off the potential employer about whether the student has been trained. (I'm
> just guessing here).
>
> Of course, editing on-screen is the norm right now at all Levels of Edit.
> I'm still holding onto paper-based editing for proofreading.
>
> %%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
> Professor Richard Johnson-Sheehan
> Department of English
> Purdue University
> 500 Oval Dr.
> 302 Heavilon Hall
> W. Lafayette, IN 47907

> rjohnso@purdue.edu
> %%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
>
> From: <attw-owner@interversity.org> on behalf of George Hayhoe <
> HAYHOE_G@mercer.edu>
> Reply-To: "attw@interversity.org" <attw@interversity.org>
> Date: Tuesday, September 29, 2015 at 9:37 PM
> To: "attw@interversity.org" <attw@interversity.org>
> Subject: Re: [attw] teaching copyediting to a visually-impaired student
>
> Russell's and Terri's question remind me of one I posed to myself as I
> taught tech editing this past summer: Do we really need to teach students
> to edit hardcopy anymore? It seems as though MS Word revision tracking and
> commenting features have replaced editing hardcopy just about everywhere
> but the tech editing classroom.
>
> Does learning to edit hardcopy teach students anything they can't learn
> through electronic techniques alone?
>
> It would be interesting to study whether students exposed to the old
> fashioned approach become more careful or skilled than those who learn only
> electronic editing techniques.
>
> â€"George Hayhoe
>
> Department of Technical Communication
> Mercer University School of Engineering
> 1501 Mercer University Drive
> Macon, GA 31207
>
> hayhoe_g@mercer.edu
>
> http://faculty.mercer.edu/hayhoe_g/
>
> +1 478 301 2299 <+1%20478%20301%202299>
>
> On Sep 29, 2015, at 8:38 PM, Terri Fredrick <tfredrick@gmail.com> wrote:
>
> I have the same situation this semester. Following...
>
> On Tue, Sep 29, 2015 at 5:14 PM, Russell Willerton <
> russell.willerton@gmail.com> wrote:
>
>> Dear colleagues,
>>
>> If you have experience working with students or professionals who are
>> blind, I would appreciate your insights.
>>

>> One of my students in technical editing this semester is blind. He has
>> screen-reading software that helps for many tasks. When I teach
>> copyediting, I help students learn to identify and use the appropriate
>> handwritten symbols to mark up a hard-copy manuscript.
>>
>> Clearly I will need to use a different approach with my student who will
>> work only with electronic manuscripts. And clearly, it is more important
>> for a student to be able to identify problems in a manuscript than to mark
>> a paper with a particular squiggle or slash. That said, if you wouldn't
>> mind sharing what you know, I'd appreciate it. Feel free to contact me
>> off-list at russell.willerton@gmail.com.
>>
>> Thanks,
>> Russell Willerton
>> Boise State University
>>
>>
>>
>
>

--
Cindy Nahrwold, Ph.D.
Associate Professor
Department of Rhetoric and Writing
University of Arkansas at Little Rock
501.569.3316
canahrwold@ualr.edu

[Attachment of type text/html removed.]

Date: Thu, 1 Oct 2015 21:28:54 +0000
From: Tharon Howard <tharon@clemson.edu>
To: "attw@interversity.org" <attw@interversity.org>
Subject: Re: teaching copyediting to a visually-impaired student
Message-ID:
<243C9B9A600C5C45B22331D68893CFAC798108EA@EXCH10MBX02.CAMPUS.CU.CLEMSON.EDU>

George,

Itâ€™s a bit dated, but you might see Christina Hass â€œSeeing It on the Screen Isnâ€™t Really
Seeing It.â€ I think it was published in Computers and Composition.

From: attw-owner@interversity.org [mailto:attw-owner@interversity.org] On Behalf Of George

Hayhoe
Sent: Thursday, October 1, 2015 1:29 PM
To: attw@interversity.org
Subject: Re: [attw] teaching copyediting to a visually-impaired student

Thanks for sharing your thoughts, Rick.

You may be right that students are more careful when they edit on paper, but Iâ€™d like to see some research that supports that thesis. Most of my students donâ€™t read carefully, whether paper or electronic pages, so careful proofreading is doubly problematic.

Based on what I see, I doubt that most newspapers are proofread at all by anyone other than the author of a story. But that phenomenon has been around since the â€˜70s or â€˜80s when papers first started feeling financial pressures that have only gotten worse.

Proofreading tests given to candidates for editing positions may be the only other place that paper copy marking takes place outside the tech editing classroom. â˜º

â€"George Hayhoe

Department of Technical Communication
Mercer University School of Engineering
1501 Mercer University Drive
Macon, GA 31207-0001
http://faculty.mercer.edu/hayhoe_g/

+1 478 301 2299
[http://faculty.mercer.edu/hayhoe%5Fg/muse_sm.jpg]

On 30 Sep 2015, at 10:20 AM, Johnson, Richard D
<rjohnso@purdue.edu<mailto:rjohnso@purdue.edu>> wrote:

George,

I will second your interest in this area. When I teach my editing course, I ask students to do most of the editorial work with Word's Review function or the Comment function of Adobe Acrobat Pro. Those are the products I use in my own editorial work and the products other editors are using. (Let's mention InDesign, too, depending on the Level of Edit).

However, when teaching proofreading, I still ask the students to edit by hand with the traditional proofreading symbols. That might be old-fashioned, but I believe proofreading is best done on paper, especially if the final document is going to be printed on paper. Errors that slip by on the screen tend to jump out when they are on paper.

(Note: Look at your local newspaper, which is probably proofread on-screen. You will see an amazing number of errors in everything from the regular text to the headlines. That wasn't true a couple decades ago when editors were still proofreading the final copy.)

Occasionally, too, applicants for editorial jobs are asked to complete a proofreading test on paper. Twenty years ago, that kind of test was simply used to determine who had the ability to work through the mechanical features of a document. Today, I wonder if it's being used to sort the students who have had a course in editing from students who haven't. Many writing and journalism students believe they can work as editors, but not many have been trained to be editors. Not knowing the symbols quickly tips off the potential employer about whether the student has been trained. (I'm just guessing here).

Of course, editing on-screen is the norm right now at all Levels of Edit. I'm still holding onto paper-based editing for proofreading.

%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
Professor Richard Johnson-Sheehan
Department of English
Purdue University
500 Oval Dr.
302 Heavilon Hall
W. Lafayette, IN 47907
rjohnso@purdue.edu<mailto:rjohnso@purdue.edu>
%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%

From: <attw-owner@interversity.org<mailto:attw-owner@interversity.org>> on behalf of George Hayhoe <HAYHOE_G@mercer.edu<mailto:HAYHOE_G@mercer.edu>>
Reply-To: "attw@interversity.org<mailto:attw@interversity.org>"
<attw@interversity.org<mailto:attw@interversity.org>>
Date: Tuesday, September 29, 2015 at 9:37 PM
To: "attw@interversity.org<mailto:attw@interversity.org>"
<attw@interversity.org<mailto:attw@interversity.org>>
Subject: Re: [attw] teaching copyediting to a visually-impaired student

Russell's and Terri's question remind me of one I posed to myself as I taught tech editing this past summer: Do we really need to teach students to edit hardcopy anymore? It seems as though MS Word revision tracking and commenting features have replaced editing hardcopy just about everywhere but the tech editing classroom.

Does learning to edit hardcopy teach students anything they can't learn through electronic techniques alone?

It would be interesting to study whether students exposed to the old fashioned approach become more careful or skilled than those who learn only electronic editing techniques.

â€"George Hayhoe

Department of Technical Communication
Mercer University School of Engineering
1501 Mercer University Drive

Macon, GA 31207

hayhoe_g@mercer.edu<mailto:hayhoe_g@mercer.edu>

http://faculty.mercer.edu/hayhoe_g/

+1 478 301 2299<tel:+1%20478%20301%202299>
[http://faculty.mercer.edu/hayhoe%5Fg/muse_sm.jpg]

On Sep 29, 2015, at 8:38 PM, Terri Fredrick <tfredrick@gmail.com<mailto:tfredrick@gmail.com>>
wrote:
I have the same situation this semester. Following...

On Tue, Sep 29, 2015 at 5:14 PM, Russell Willerton
<russell.willerton@gmail.com<mailto:russell.willerton@gmail.com>> wrote:

Dear colleagues,
If you have experience working with students or professionals who are blind, I would appreciate your
insights.
One of my students in technical editing this semester is blind. He has screen-reading software that
helps for many tasks. When I teach copyediting, I help students learn to identify and use the
appropriate handwritten symbols to mark up a hard-copy manuscript.

Clearly I will need to use a different approach with my student who will work only with electronic
manuscripts. And clearly, it is more important for a student to be able to identify problems in a
manuscript than to mark a paper with a particular squiggle or slash. That said, if you wouldn't mind
sharing what you know, I'd appreciate it. Feel free to contact me off-list at
russell.willerton@gmail.com<mailto:russell.willerton@gmail.com>.
Thanks,
Russell Willerton
Boise State University

[Attachment of type text/html removed.]

Date: Thu, 1 Oct 2015 18:49:06 -0400
From: tengrrl <tengrrl@gmail.com>
To: ATTW List <attw@interversity.org>
Subject: Re: teaching copyediting to a visually-impaired student
Message-ID: <CAMNDxdF8y-GGY8c4w-vBdhkWtDcC5btapUQ6RDJBHKnBf2559g@mail.gmail.com>

So, out of curiousity, how do you teach students to edit texts that are
born digital and not meant to ever be printed?

Traci

Traci Gardner
www.tengrrl.com
@tengrrl and @newsfromtengrrl
~:
Bits Blog: http://blogs.bedfordstmartins.com/bits
ReadWriteThink Author: http://bit.ly/tengrrlatrwt

On Thu, Oct 1, 2015 at 5:28 PM, Tharon Howard <tharon@clemson.edu> wrote:

> George,
>
>
>
> Itâ€™s a bit dated, but you might see Christina Hass â€œSeeing It on the
> Screen Isnâ€™t Really Seeing It.â€ I think it was published in Computers and
> Composition.
>
>
>
> *From:* attw-owner@interversity.org [mailto:attw-owner@interversity.org] *On
> Behalf Of *George Hayhoe
> *Sent:* Thursday, October 1, 2015 1:29 PM
> *To:* attw@interversity.org
>
> *Subject:* Re: [attw] teaching copyediting to a visually-impaired student
>
>
>
> Thanks for sharing your thoughts, Rick.
>
>
>
> You may be right that students are more careful when they edit on paper,
> but Iâ€™d like to see some research that supports that thesis. Most of my
> students donâ€™t read carefully, whether paper or electronic pages, so
> careful proofreading is doubly problematic.
>
>
>
> Based on what I see, I doubt that most newspapers are proofread at all by
> anyone other than the author of a story. But that phenomenon has been

> around since the â€˜70s or â€˜80s when papers first started feeling financial
> pressures that have only gotten worse.
>
>
>
> Proofreading tests given to candidates for editing positions may be the
> only other place that paper copy marking takes place outside the tech
> editing classroom. â˜º
>
>
>
> â€"George Hayhoe
>
>
>
> Department of Technical Communication
>
> Mercer University School of Engineering
>
> 1501 Mercer University Drive
>
> Macon, GA 31207-0001
>
> http://faculty.mercer.edu/hayhoe_g/
>
> +1 478 301 2299
>
>
>
> On 30 Sep 2015, at 10:20 AM, Johnson, Richard D <rjohnso@purdue.edu>
> wrote:
>
>
>
> George,
>
>
>
> I will second your interest in this area. When I teach my editing course,
> I ask students to do most of the editorial work with Word's Review function
> or the Comment function of Adobe Acrobat Pro. Those are the products I use
> in my own editorial work and the products other editors are using. (Let's
> mention InDesign, too, depending on the Level of Edit).
>
>
>
> However, when teaching proofreading, I still ask the students to edit by
> hand with the traditional proofreading symbols. That might be

> old-fashioned, but I believe proofreading is best done on paper, especially
> if the final document is going to be printed on paper. Errors that slip by
> on the screen tend to jump out when they are on paper.
>
>
>
> (Note: Look at your local newspaper, which is probably proofread
> on-screen. You will see an amazing number of errors in everything from the
> regular text to the headlines. That wasn't true a couple decades ago when
> editors were still proofreading the final copy.)
>
>
>
> Occasionally, too, applicants for editorial jobs are asked to complete a
> proofreading test on paper. Twenty years ago, that kind of test was simply
> used to determine who had the ability to work through the mechanical
> features of a document. Today, I wonder if it's being used to sort the
> students who have had a course in editing from students who haven't. Many
> writing and journalism students believe they can work as editors, but not
> many have been trained to be editors. Not knowing the symbols quickly tips
> off the potential employer about whether the student has been trained. (I'm
> just guessing here).
>
>
>
> Of course, editing on-screen is the norm right now at all Levels of Edit.
> I'm still holding onto paper-based editing for proofreading.
>
>
>
> %%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
>
> Professor Richard Johnson-Sheehan
>
> Department of English
>
> Purdue University
>
> 500 Oval Dr.
>
> 302 Heavilon Hall
>
> W. Lafayette, IN 47907
>
> rjohnso@purdue.edu
>
> %%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%
>

>
>
> *From: *<attw-owner@interversity.org> on behalf of George Hayhoe <
> HAYHOE_G@mercer.edu>
> *Reply-To: *"attw@interversity.org" <attw@interversity.org>
> *Date: *Tuesday, September 29, 2015 at 9:37 PM
> *To: *"attw@interversity.org" <attw@interversity.org>
> *Subject: *Re: [attw] teaching copyediting to a visually-impaired student
>
>
>
> Russell's and Terri's question remind me of one I posed to myself as I
> taught tech editing this past summer: Do we really need to teach students
> to edit hardcopy anymore? It seems as though MS Word revision tracking and
> commenting features have replaced editing hardcopy just about everywhere
> but the tech editing classroom.
>
>
>
> Does learning to edit hardcopy teach students anything they can't learn
> through electronic techniques alone?
>
> It would be interesting to study whether students exposed to the old
> fashioned approach become more careful or skilled than those who learn only
> electronic editing techniques.
>
>
>
> â€"George Hayhoe
>
>
> Department of Technical Communication
> Mercer University School of Engineering
> 1501 Mercer University Drive
> Macon, GA 31207
>
> hayhoe_g@mercer.edu
>
> http://faculty.mercer.edu/hayhoe_g/
>
> +1 478 301 2299 <+1%20478%20301%202299>
>
>
> On Sep 29, 2015, at 8:38 PM, Terri Fredrick <tfredrick@gmail.com> wrote:
>
> I have the same situation this semester. Following...
>
>

>
> On Tue, Sep 29, 2015 at 5:14 PM, Russell Willerton <
> russell.willerton@gmail.com> wrote:
>
> Dear colleagues,
>
> If you have experience working with students or professionals who are
> blind, I would appreciate your insights.
>
> One of my students in technical editing this semester is blind. He has
> screen-reading software that helps for many tasks. When I teach
> copyediting, I help students learn to identify and use the appropriate
> handwritten symbols to mark up a hard-copy manuscript.
>
> Clearly I will need to use a different approach with my student who will
> work only with electronic manuscripts. And clearly, it is more important
> for a student to be able to identify problems in a manuscript than to mark
> a paper with a particular squiggle or slash. That said, if you wouldn't
> mind sharing what you know, I'd appreciate it. Feel free to contact me
> off-list at russell.willerton@gmail.com.
>
> Thanks,
>
> Russell Willerton
>
> Boise State University
>
>
>
>
>
>
>

[Attachment of type text/html removed.]

Date: Thu, 1 Oct 2015 20:06:17 -0500
From: Karl Stolley <karl.stolley@gmail.com>
To: attw@interversity.org
Subject: Re: teaching copyediting to a visually-impaired student
Message-ID: <CAAGT36o4KYLRrr3F=XHHF0o73Yiza9rA61CR52A3OO7+6FL9vg@mail.gmail.com>

Microsoft Word is a terrible program. I don't trust it with writing I care
about, let alone editorial marks.

I'm teaching editing this term and require the traditional copy editing
marks on paper or paper-like copy (there are a wealth of really good and
relatively inexpensive PDF-marking apps for any phone/tablet you like).
Having students learn to prepare editable copy from born-digital sources,
like Traci mentions, is one of the objectives in the course. But keeping
the marks in a format that won't be corrupted or lost, like Word, is
essential.

One of the final projects in the course is editing the documentation for an
open-source project; students will be learning to handle editorial changes
using Git and GitHub for that particular one. But even in that case,
they'll be translating marked copy into a series of commits.

Full course description is here: http://courses.karlstolley.com/te/

Karl

--
Dr. Karl Stolley
http://karlstolley.com
Associate Professor of Digital Writing and Rhetoric &
Director of Graduate Studies, Dept. of Humanities
Illinois Institute of Technology

On Thu, Oct 1, 2015 at 5:49 PM, tengrrl <tengrrl@gmail.com> wrote:

> So, out of curiousity, how do you teach students to edit texts that are
> born digital and not meant to ever be printed?
>
> Traci
>
>
>
> Traci Gardner
> www.tengrrl.com
> @tengrrl and @newsfromtengrrl
> ~:
> Bits Blog: http://blogs.bedfordstmartins.com/bits
> ReadWriteThink Author: http://bit.ly/tengrrlatrwt
>
>
>
> On Thu, Oct 1, 2015 at 5:28 PM, Tharon Howard <tharon@clemson.edu> wrote:
>
>> George,
>>
>>

> >
> > Itâ€™s a bit dated, but you might see Christina Hass â€œSeeing It on the
> > Screen Isnâ€™t Really Seeing It.â€ I think it was published in Computers and
> > Composition.
> >
> >
> >
> > *From:* attw-owner@interversity.org [mailto:attw-owner@interversity.org] *On
> > Behalf Of *George Hayhoe
> > *Sent:* Thursday, October 1, 2015 1:29 PM
> > *To:* attw@interversity.org
> >
> > *Subject:* Re: [attw] teaching copyediting to a visually-impaired student
> >
> >
> >
> > Thanks for sharing your thoughts, Rick.
> >
> >
> >
> > You may be right that students are more careful when they edit on paper,
> > but Iâ€™d like to see some research that supports that thesis. Most of my
> > students donâ€™t read carefully, whether paper or electronic pages, so
> > careful proofreading is doubly problematic.
> >
> >
> >
> > Based on what I see, I doubt that most newspapers are proofread at all by
> > anyone other than the author of a story. But that phenomenon has been
> > around since the â€˜70s or â€˜80s when papers first started feeling financial
> > pressures that have only gotten worse.
> >
> >
> >
> > Proofreading tests given to candidates for editing positions may be the
> > only other place that paper copy marking takes place outside the tech
> > editing classroom. â˜º
> >
> >
> >
> > â€"George Hayhoe
> >
> >
> >
> > Department of Technical Communication
> >
> > Mercer University School of Engineering
> >

>> 1501 Mercer University Drive

>>

>> Macon, GA 31207-0001

>>

>> http://faculty.mercer.edu/hayhoe_g/

>>

>> +1 478 301 2299

>>

>>

>>

>> On 30 Sep 2015, at 10:20 AM, Johnson, Richard D <rjohnso@purdue.edu>

>> wrote:

>>

>>

>>

>> George,

>>

>>

>>

>> I will second your interest in this area. When I teach my editing course,

>> I ask students to do most of the editorial work with Word's Review function

>> or the Comment function of Adobe Acrobat Pro. Those are the products I use

>> in my own editorial work and the products other editors are using. (Let's

>> mention InDesign, too, depending on the Level of Edit).

>>

>>

>>

>> However, when teaching proofreading, I still ask the students to edit by

>> hand with the traditional proofreading symbols. That might be

>> old-fashioned, but I believe proofreading is best done on paper, especially

>> if the final document is going to be printed on paper. Errors that slip by

>> on the screen tend to jump out when they are on paper.

>>

>>

>>

>> (Note: Look at your local newspaper, which is probably proofread

>> on-screen. You will see an amazing number of errors in everything from the

>> regular text to the headlines. That wasn't true a couple decades ago when

>> editors were still proofreading the final copy.)

>>

>>

>>

>> Occasionally, too, applicants for editorial jobs are asked to complete a

>> proofreading test on paper. Twenty years ago, that kind of test was simply

>> used to determine who had the ability to work through the mechanical

>> features of a document. Today, I wonder if it's being used to sort the

>> students who have had a course in editing from students who haven't. Many

>> writing and journalism students believe they can work as editors, but not

>> many have been trained to be editors. Not knowing the symbols quickly tips

>> off the potential employer about whether the student has been trained. (I'm

>> just guessing here).

>>

>>

>>

>> Of course, editing on-screen is the norm right now at all Levels of Edit.

>> I'm still holding onto paper-based editing for proofreading.

>>

>>

>>

>> %%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%

>>

>> Professor Richard Johnson-Sheehan

>>

>> Department of English

>>

>> Purdue University

>>

>> 500 Oval Dr.

>>

>> 302 Heavilon Hall

>>

>> W. Lafayette, IN 47907

>>

>> rjohnso@purdue.edu

>>

>> %%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%

>>

>>

>>

>> *From: *<attw-owner@interversity.org> on behalf of George Hayhoe <

>> HAYHOE_G@mercer.edu>

>> *Reply-To: *"attw@interversity.org" <attw@interversity.org>

>> *Date: *Tuesday, September 29, 2015 at 9:37 PM

>> *To: *"attw@interversity.org" <attw@interversity.org>

>> *Subject: *Re: [attw] teaching copyediting to a visually-impaired student

>>

>>

>>

>> Russell's and Terri's question remind me of one I posed to myself as I

>> taught tech editing this past summer: Do we really need to teach students

>> to edit hardcopy anymore? It seems as though MS Word revision tracking and

>> commenting features have replaced editing hardcopy just about everywhere

>> but the tech editing classroom.

>>

>>

>>

>> Does learning to edit hardcopy teach students anything they can't learn
>> through electronic techniques alone?
>>
>> It would be interesting to study whether students exposed to the old
>> fashioned approach become more careful or skilled than those who learn only
>> electronic editing techniques.
>>
>>
>>
>> â€"George Hayhoe
>>
>>
>> Department of Technical Communication
>> Mercer University School of Engineering
>> 1501 Mercer University Drive
>> Macon, GA 31207
>>
>> hayhoe_g@mercer.edu
>>
>> http://faculty.mercer.edu/hayhoe_g/
>>
>> +1 478 301 2299 <+1%20478%20301%202299>
>>
>>
>> On Sep 29, 2015, at 8:38 PM, Terri Fredrick <tfredrick@gmail.com> wrote:
>>
>> I have the same situation this semester. Following...
>>
>>
>>
>> On Tue, Sep 29, 2015 at 5:14 PM, Russell Willerton <
>> russell.willerton@gmail.com> wrote:
>>
>> Dear colleagues,
>>
>> If you have experience working with students or professionals who are
>> blind, I would appreciate your insights.
>>
>> One of my students in technical editing this semester is blind. He has
>> screen-reading software that helps for many tasks. When I teach
>> copyediting, I help students learn to identify and use the appropriate
>> handwritten symbols to mark up a hard-copy manuscript.
>>
>> Clearly I will need to use a different approach with my student who will
>> work only with electronic manuscripts. And clearly, it is more important
>> for a student to be able to identify problems in a manuscript than to mark
>> a paper with a particular squiggle or slash. That said, if you wouldn't
>> mind sharing what you know, I'd appreciate it. Feel free to contact me

>> off-list at russell.willerton@gmail.com.
>>
>> Thanks,
>>
>> Russell Willerton
>>
>> Boise State University
>>
>>
>>
>>
>>
>>
>>
>
>

[Attachment of type text/html removed.]

End of [attw Digest] Vol. 1 No. 779 Messages 6
****